

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 11 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---------------------------------------|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | 6 | 6 | 14 | 20 |
| K | 19 | 12 | 31 | 7 | 10 | 7 | 17 |
| 1 | 15 | 15 | 30 | 8 | 9 | 12 | 21 |
| 2 | 7 | 19 | 26 | 9 | 0 | 0 | 0 |
| 3 | 14 | 12 | 26 | 10 | 0 | 0 | 0 |
| 4 | 11 | 13 | 24 | 11 | 0 | 0 | 0 |
| 5 | 13 | 13 | 26 | 12 | 0 | 0 | 0 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 221 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 2 % Asian
 1 % Black or African American
 6 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 91 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|--|--------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 31 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 31 |
| (4) | Total number of students in the school as of October 1. | 244 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.127 |
| (6) | Amount in row (5) multiplied by 100. | 12.705 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %

Total Number of Students Served: 12

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>12</u> | <u>0</u> |
| Special resource teachers/specialists | <u>0</u> | <u>10</u> |
| Paraprofessionals | <u>2</u> | <u>1</u> |
| Support staff | <u>2</u> | <u>2</u> |
| Total number | <u>17</u> | <u>13</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 96% | 97% | 96% | 96% |
| Daily teacher attendance | 96% | 97% | 98% | 96% | 97% |
| Teacher turnover rate | 0% | 16% | 16% | 5% | 16% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

2007-2008: One part-time teacher relocated, one full-time teacher relocated, one full-time teacher replaced.

2006-2007: One part-time teacher relocated, one full-time teacher retired, one full-time teacher relocated.

2004-2005: Two part-time teachers replaced, one full-time teacher retired.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | | |
|--|-------|---|
| Graduating class size | _____ | |
| Enrolled in a 4-year college or university | _____ | % |
| Enrolled in a community college | _____ | % |
| Enrolled in vocational training | _____ | % |
| Found employment | _____ | % |
| Military service | _____ | % |
| Other (travel, staying home, etc.) | _____ | % |
| Unknown | _____ | % |
| Total | _____ | % |

PART III - SUMMARY

The mission of Saint Joseph School (SJS) is to provide an outstanding academic education, instilling in all students a sense of self confidence, competence, and compassion, while serving Christ, one another, and the community.

The academic goal is to help every student receive a stimulating, challenging, and intellectually rewarding education. Governed by the Archdiocese of New York and New York State, the diversified, technologically sophisticated, and expansive curriculum is taught to the students in grades K through 8 by seasoned teachers. Frequently the recipients of scholarships, many graduating students are placed in honors classes or programs by their chosen high schools.

Among the school's many strengths is the focus on the individual needs of each student. Working as a group, the faculty develops varied strategies to enhance the teaching/learning process and identifies areas requiring improvement or change. The continuously superior TACHS, ITBS, and NYS test results testify to the success of this system. To meet individual needs, SJS offers an Honors Math program on the middle school level, and on the elementary level special instructional needs are addressed with the aid of small teacher-directed classes. Spanish is also a part of the grade 5-8 curriculum.

All students receive instruction in music, physical education, art, computer, and library. In addition, volunteer parents receive in-depth training at the Rye Art Center Docent Program. They, in turn, enrich the students' knowledge of the history and style of certain well-known artists.

Blessed with an active, caring, and generous Mothers' Club, whose mission is to support the school's spiritual, cultural, and academic programs, the students of SJS also benefit from a host of engaging workshops, assemblies, and courses on timely and diverse topics. For example, some recent presentations have included: Hands-On Science, A Day-In-Clay, bullying and cyber-bullying awareness programs for students, staff and parents, and enrichment courses in creative writing and mathematics.

In conjunction with a solid curriculum, SJS fosters spiritual awareness of Roman Catholic doctrine, including a lifetime devotion to Christ and a love, knowledge, and appreciation of the Catholic faith. Saint Joseph Parish is located in Bronxville, New York, a small, suburban village bordering several large diverse cities. As part of the community, SJS students perform many acts of Christian kindness. For example, they secure and prepare food for local soup kitchens, collect goods for local veteran homes, nursing homes, and battered family shelters, and support local charities such as Habitat for Humanity and Midnight Run. In addition, monthly Dress Down Days raise money for local child-related charities.

In terms of community participation, local Catholic children and SJS students receive sacraments, sing in the choir, participate in plays, and serve on the altar together during Mass. Further, these children play on sports teams under the guidance and support of the much involved Men's Club, and participate in social gatherings.

SJS received Middle States accreditation in 1996 and again in 2007 and qualified for Blue Ribbon candidacy in 2009.

Nine years ago SJS celebrated its 50th anniversary and formed a school development program. Through the generosity of current and former parents and school alumni, a new playground site was established and outfitted for the elementary grades. In addition, a new state-of-the-art science lab featuring wireless computers, SmartBoard, a weather station and textbooks with on-line support challenges the middle school students. The school library has been expanded and updated to employ a computerized barcode system which monitors over 6000 books in the collection. Additional SmartBoards have also been acquired for individual classroom use, and each class is equipped with computers. A rolling cart of laptops with wireless printing is also available for student use.

Not content to rest on its laurels, SJS remains committed to providing the very best for its students in this ever-changing world!

All students receive instruction in music, physical education, art, computer, and library. In addition, volunteer parents receive in-depth training at the Rye Art Center Docent Program. They, in turn, enrich the students' well-known.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Saint Joseph School (SJS) employs several assessment methods to ascertain the level of student achievement and provide indicators of academic success.

All students in grades one through eight are tested yearly utilizing the Iowa Test of Basic Skills (ITBS) published by CTB/McGraw Hill (www.riverpub.com). The ITBS, Form A, is a nationally norm-referenced standardized test. All students are tested together with no alternative assessment options and complete the core battery consisting of tests in reading, language, and mathematics.

At SJS, ITBS testing results are evaluated by the faculty and principal to gauge individual student performance and progress as well as to determine strengths and weaknesses in the school program. Faculty members review individual student performances to recommend if resource, small group, or accelerated instruction seems warranted. The principal, in conjunction with the faculty, evaluates school strengths as well as areas for improvement. Alternatives are generated for maintaining and enhancing strengths; likewise, options are considered to develop routes for addressing areas identified as in need of improvement. After discussion, an implementation and evaluation plan and related time line are generated.

Based on five years of ITBS testing data, SJS consistently scores above national averages as well as NCLB-BRS program standards, placing well within the top ten percent of elementary schools in the United States. In 2008-2009, data analysis reveals that the eighth grade achieved an 87th percentile score in reading, ten percentile points above the 90th percentile cut off score of 77 and an 84th percentile score in mathematics, twelve percentile points above the 90th percentile cut off score of 72. Further, 88% of the students in grades one through seven also exceeded the 90th percentile score in reading and 75% of these same students also exceeded the 90th percentile score in mathematics, thus attesting, in the aggregate, to the exceptionally strong academic performance of students at SJS.

Further consideration and evaluation of testing results over the course of five years reveal mostly consistent, uniform growth in performance in both the primary and middle school grades. For example, the eighth grade performance indicates a steady growth from the 78th percentile to the 87th percentile in reading over the course of the last five years as well as a gain in performance from the 77th percentile to the 84th percentile in mathematics. Similarly, the fifth grade progressed from the 78th percentile to the 88th percentile in mathematics and from the 78th percentile to the 82nd percentile in reading during the same five year period.

All students at SJS in grades 4, 5, and 8 also participate in the full complement of New York State Education Department Assessments (NYSED) (www.emsc.nysed.gov/3-8). NYSED establishes four levels for test performance: Level 4 – Meeting learning standards with distinction, Level 3 - Meeting learning standards, Level 2 – Partially meeting learning standards, Level 1 – Not meeting learning standards.

Last June, 2009, 96% of the eighth grade students at SJS scored at level 3 and 4 in the ELA test. The state cut off score for the 90% was established at 89%. Similarly, students' scores of 97% at level 3 and 4 in the mathematics test exceeded the 90% score of 96% for the state. Eighth grade scores at level 3 and 4 in the last five years in ELA testing range from 79% of 96% and from 79% to 100% in mathematics.

There are no significant disparities among grade level and subgroup test scores using both the ITBS and NYSED assessment results. The two measures are, for the most part, consistent in demonstrating students' academic success at SJS.

2. Using Assessment Results:

Saint Joseph School (SJS) uses all available assessment data to strengthen and enrich the educational experience of its students and the professional growth of its faculty.

SJS uses assessment data for several purposes. The data is reviewed and analyzed to help determine areas of weakness, growth, and strengths of the school program in general. Test analysis influences instructional methods, faculty enrichment programs, and helps to more effectively meet the school's curriculum goals and objectives.

The faculty utilizes standardized tests scores from the Iowa Test of Basic Skills to focus on particular areas of academic performance, with an eye toward developing instructional goals for current and future instruction. For example, various instructional groups are determined by the student's ability, performance, and progress as assessed by teacher observation and an evaluation of standardized test scores. As a result of this process, remedial smaller group classes for reading and mathematics are established in grades 1 through 4, as well as an accelerated mathematics course in grades 7 and 8. Standardized test results are also discussed with parents at parent teacher conferences.

Students who are struggling educationally undergo further in-depth evaluation involving the school psychologist, classroom teachers, and parents. The testing results are discussed, and if warranted, the data is brought to the local school district's Committee on Special Education for further action. Eligible students can be placed in speech and language, occupational therapy, and resource room classes at the school.

Results from mandated New York State Tests in Mathematics, Language Arts, Science, and Social Studies provide additional assessment information. Results from the TACHS Test, a Catholic high school entrance exam, are used by departmental teachers to further prepare the students for the demands of high school study.

3. Communicating Assessment Results:

Dedicated and ongoing attention to frequent parent/school communication is key to the success of any school program. At least twice a month, the faculty of Saint Joseph School (SJS) posts assignments, due dates, and specific class news on their individual web pages. The Mothers' Club also keeps parents up-to-date with its informative web page and frequent membership meetings.

Older students carry an assignment book and mandatory take-home folders to store letters, forms, and returned tests. Primary grade teachers send home a comprehensive collection of the week's work each Friday. Parents are required to sign and return all materials sent home.

At September's Back-to-School Night teachers present a thorough overview of the upcoming year including curriculum, teaching methodology and expectations, and testing information. The principal also addresses the parents and shares New York State test results and any changes in testing and grading policies that will be implemented in the new school year.

Mandatory progress reports for all students are issued midway through the first marking period. Parent teacher conferences are scheduled to discuss the first report card. Notes, phone conversations, e-mails and additional reports and conferences maintain continuous communication. In addition to grades, quarterly report cards contain teacher comments regarding student progress. Honors assemblies recognize outstanding student achievement.

New York State test scores, Archdiocesan Religion Exam grades, and ITBS reports specific to each student are forwarded to parents with detailed letters explaining the significance of the test results. A summary of these test results is also prepared and discussed at frequent faculty meetings.

While morning announcements remind everyone of daily events, the faculty also receives a weekly bulletin outlining testing schedules, important news and upcoming events. A teacher-updated calendar in the faculty room displays tests and project due dates to prevent over scheduling.

Finally, the Parish Bulletin, Parish Council meetings, and local newspapers afford other opportunities to share news about the many successes of SJS and its students.

4. Sharing Success:

Saint Joseph School (SJS) prides itself on its reputation of excellence. The administration, faculty, staff, Mothers' Club, Men's Club, and Development Committee work together to provide culturally and academically enriching programs to enhance the school's curriculum. Some of the various programs are Children's Ministry, Visiting Authors, Drop Everything and Read (DEAR), Chat and Chew, after-school mini-courses, a foreign language program, small group reading and mathematics classes, as well as an honors mathematics program. Information about these successful programs is shared with other schools at Archdiocesan conferences and workshops. These same programs and projects are also highlighted in the local newspaper, church bulletin, school website, e-mail blasts, and alumni newsletters.

Support from the school's Development Committee has helped to create a state-of-the-art science lab for middle school students and a safe playground for younger students. These significant additions to the school environment were introduced to the community and celebrated at widely publicized ribbon cutting ceremonies and receptions.

During Catholic Schools' Week, parents and the general public are invited to attend the school's Open House. To kick off the week, students speak of SJS's excellence in education during every Sunday Mass. Open House is always well attended by current families as well as prospective families. Aside from the annual Open House, personalized guided tours are offered throughout the school year. At both of these events, visitors receive a school brochure highlighting curriculum, programs, and achievements, including Middle States accreditation. The Middle States Association website contains an in-depth description of the school's program which is always shared with prospective parents.

The students of SJS are the best promoters of the school's commitment to excellence. This is apparent through the many awards and scholarships earned by the school's graduates in June. Their collective successes are also well publicized.

As SJS maintains its reputation of excellence, it will continue to share its successes through the various avenues already established.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

SAINT JOSEPH SCHOOL IS IN COMPLIANCE WITH THE BLUE RIBBON SCHOOLS PROGRAM'S FOREIGN LANGUAGE REQUIREMENTS. All fifth graders are scheduled for one forty minute Spanish class each week. All sixth graders are scheduled for two forty minute Spanish classes each week. All seventh and eighth graders are scheduled for three forty minute Spanish classes each week.

Saint Joseph School (SJS) forms and updates its curriculum content based on the requirements of the New York Archdiocese and standards established by New York State. The school works cohesively to provide a stimulating, challenging, and intellectually fulfilling education with a strong faith based foundation.

Religion The religion curriculum provides the children with a strong knowledge of their Catholic faith. As a Catholic community, the school participates in many projects such as food, book, and clothing drives, letters to the homebound and soldiers, and gifts for the poor. SJS is committed to strengthening the religious values that are reflected in the school philosophy.

Reading/Literature and Language Arts The reading/literature and language arts curriculum uses a literature based program and focuses on comprehension, critical thinking skills, and strategies for effective reading. Small-group instruction is provided as well as the use of supplementary resources to meet individual needs. Language arts instruction includes the use of various texts and workbooks. Computers available in every classroom enable students to conduct research and complete writing projects.

Mathematics SJS strives to provide a strong basic foundation of skills at each grade level. Small group instruction in the primary grades serves to meet individual needs. An honors program in the middle school challenges more capable students. Various techniques such as SmartBoard lessons, journals, and the use of manipulatives meet New York State standards.

Spanish The Spanish curriculum prepares all students in grades 5 through 8 for their high school language experience. Students develop, reinforce, and refine communicative competency in the listening, speaking, reading, and writing of another language. Students are also exposed to the beauty and richness of another language and culture.

Social Studies The social studies curriculum lends itself to the development of Christian values in that historical events, individual and current events are seen in the context of the gospel message, social justice, and service to others. Primary grade students develop not only an awareness of themselves, their families, and communities, but also of people and areas in other parts of the United States and around the world. Grades 5 through 8 examine ancient civilizations, world history and cultures, as well as American history. At each grade level cross-curriculum activities reinforce curriculum standards, and children learn all aspects of good citizenship including fairness, caring, respect, and responsibility.

Science The school's science curriculum presents lessons in the life, physical, earth, and health sciences. Primary grade students relate scientific applications to everyday experiences and use hands-on activities and exploration. Upper grade students reach an understanding of the nature of science and scientific methods. The science curriculum also incorporates science fair projects, current science and health magazines, demonstrations, hands-on activities, videos, field trips, a drug education program, HIV/AIDS awareness, health education, and science assemblies.

Technology The technology curriculum focuses on using technology as a bridge to all other content areas. SJS provides a strong technological base that enables students to integrate and synthesize knowledge and the

skills necessary to acquire a larger view of the world, to access, interpret, and synthesize information, and to develop higher order inquiry based cognition. Internet access is available to all students. Computer lab instruction includes word processing, desktop publishing, graphing, spreadsheets, multimedia, databases, Powerpoint presentations, keyboarding, and digital video production. Laptop computers and SmartBoards provide additional tools for whole and small group and differentiated instruction.

Music The music curriculum enables children to experience rhythm, tempo, melody, harmony, and music notation. Singing, music appreciation, music theory, and the lives and works of composers are explored as well. Various cultures are presented as students learn songs from other countries. Choral singing, seasonal concerts, and an instrumental band program further extend the curriculum.

Art The art curriculum provides basic instruction in color, line, shape, form, and texture. Students are exposed to diversified art experiences, art history, and the works of various artists thus enabling them to create and respond to a variety of works of art. Mastery of the skills of creative thinking, planning, executing, perceiving, analyzing, and judging influences all other content areas as students create and reflect on their own work.

Physical Education The physical education program in grades K through 4 focuses on developing gross motor skills while older students gain the necessary knowledge to maintain a healthy, physically fit lifestyle. Concepts such as teamwork, sportsmanship, fairness, and respect for others are an integral part of the curriculum.

2a. (Elementary Schools) Reading:
(This question is for elementary schools only)

The reading program of Saint Joseph School (SJS) consists of a strong, complementary, and collaborative primary and middle school curriculum which follows the guidelines set by the Archdiocese of New York and the State of New York. The goal of the school wide program is to create successful independent life long learners and individuals who love to read.

The Houghton Mifflin Legacy of Literature series is the basis for the kindergarten through fifth grade program. This series integrates vocabulary, phonics, phonemic awareness, oral discussion, and written responses to expand comprehension skills. Houghton Mifflin is used because of its basis in literature as well as its sequential presentation of necessary skills for success in reading. In order to ensure success for all students, some children receive small group instruction utilizing supplementary materials to meet specific needs and to develop fluency and comprehension skills.

Grades five through eight are taught reading as an academic subject separate but complementary to the language arts program. Literature of many genres is explored and connected to all content areas.

The 2007 Prentice Hall Literature series is the foundation for the middle school program. The curriculum covers the study of plot, conflict, climax, characterization, setting, resolution, and theme. Skills including recognizing fact/opinion, fiction/non-fiction, and prediction are developed. Classroom, school and public libraries, trade books, and the internet supplement the reading series. The students work on reading related projects individually or cooperatively often using classroom laptop computers in their work.

Throughout the nine year program, assessments remain consistent and include oral and written reports, teacher created assignments, reading series reviews, as well as state and national standardized tests.

Beyond regular reading instruction students are exposed to multiple and varied reading related activities. The fourth graders share favorite readings with kindergarten book buddies. The Mothers' Club sponsors semi-annual book fairs and lunch time Chat & Chew reading sessions. For several years there has been a very popular author program where well-known children's authors speak with the children about their writings. In preparation for these visits, the students work on varied author related projects.

3. Additional Curriculum Area:

The focus of the science program at St. Joseph School (SJS) is to create a classroom environment that supports science inquiry, helps students gain an understanding of the natural world, and produces active problem solvers. Concept instruction and hands-on activities are balanced to promote the science process skills of hypothesizing, conducting experiments, interpreting data, making sense of data, and reflecting on results. Hands-on laboratory investigations incorporate both independent and cooperative groups.

Grade level concepts in life, earth, and physical sciences are taught from kindergarten through eighth grade. Middle school students use the newly renovated Rizzo Family Science Laboratory, and occasionally primary students join them to perform hands-on experiments. The laboratory contains a full complement of scientific equipment such as microscopes, triple-beam balances, anatomy models and specimens. In the hands-on area of the laboratory, twelve flat screen computers and six laptops enable students to perform research, enter data, and make observations. Pasco probeware sensors allow students to collect data in real time and generate their data into graphs. A SmartBoard and two projectors are located in the lecture area of the laboratory. A rooftop weather station transmits daily reports to the science lab.

There is a full complement of newly adopted science textbooks throughout the school. Prentice Hall modular textbooks used in grades 5 through 8 enable students to access the entire book series online. Science literacy is promoted through classroom subscriptions to Science World and Current Health magazines. Middle school students have access to the e-edition of The New York Times and are required to read its science edition and write a report on a selected article. Webquests and computer scavenger hunt activities further integrate technology into the science curriculum.

Enrichment of the science curriculum for all grades is achieved through science assemblies, field trips, and after school mini-courses such as “CSI” and “Mad Science”. Middle school students participate in a science fair and in the Journey North Mystery Class competition. In this project, the students must locate ten mystery sites on the globe over a five-month period, investigating changes in photoperiods, the reasons for seasons, and cultural diversity thus incorporating mathematics and social studies into the science curriculum.

The science curriculum creates a learning environment in which the students are actively engaged in science inquiry thus gaining an understanding of how the natural world works.

4. Instructional Methods:

The faculty at Saint Joseph School (SJS) consists of educated professionals who work collaboratively with the principal to continuously develop and enhance the teaching and learning process. The faculty attends workshops in various academic areas to improve and strengthen its skills.

Instructional methods at SJS emphasize the mastery of academic skills by incorporating various methods. Lesson plans are well developed and creatively address a variety of learning styles and modalities. Objectives are implemented with the aid of various technical tools including laptop computers, desktop computers, SmartBoards, content area software, Powerpoint presentations, manipulatives, and assorted visual aids.

Developmentally appropriate instruction is enriched by reading, speaking, listening, and writing activities that include formal and informal lectures, questioning, demonstration, general discussion, brainstorming, and hands-on activities.

Formative and summative assessment is continuous, varied, and frequently includes projects, research reports, and portfolios.

SJS excels at serving the diverse educational needs of its students. Students with an Individualized Educational Plan (IEP) receive on-site resource room instruction, speech and language classes, and/or occupational therapy sessions as warranted. Small group instruction in the primary grades in reading and

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mathematics provides certain students with extra support and targets their specific learning needs. Academically gifted students are challenged in honors mathematics classes in grades seven and eight. Computer and library classes in all grades and some departmental middle school classes are placed into smaller groups to better serve the instructional needs of students. A part-time school psychologist assists parents and teachers in identifying specific learning styles and the educational needs of struggling students.

5. Professional Development:

Professional development, an integral feature which impacts upon student success at Saint Joseph School (SJS), is implemented in a number of ways.

The Archdiocese of New York incorporates several professional conference days into the academic calendar each year. All SJS teachers participate in these conference days where topics such as New York State mandated math curriculum and standards, writing workshops, curriculum mapping, differentiated instruction, and various religion topics are presented.

The faculty at SJS holds various advanced educational degrees in addition to Catechetical Formation Certification. The school's superior test results in the yearly Archdiocesan Religion Test attest to the benefit of continuing professional development in this area.

In addition to the Archdiocesan programs, the faculty is given other opportunities to enhance professional growth. There are in-house workshops presented in such areas as technology and internet safety. The faculty has participated in a number of additional classes some of which include continuing education programs in all academic disciplines, hands-on workshops with SmartBoards, and the practical application of accelerated mathematics. Professional development is also available to all faculty members through annual memberships to NCTM and NSTA. The principal encourages and recommends several developmental programs, seminars, and classes throughout the year (including summer months). Faculty members attending these workshops share ideas and instructional strategies with their peers at faculty meetings and during common preparation periods. Increased technology use, the implementation of math manipulatives and journals, and hands-on science activities are just a few specific examples of how classroom instruction has incorporated best practices as presented in these workshops. As a result, the performance of students in all manner of testing remains exceptionally strong.

In addition, SJS has successfully participated in the Middle States accreditation process which has played an integral part in establishing, achieving, and maintaining strategic goals for the school's future.

Learning is an ongoing and ever changing life long process. The availability of such varied resources for professional development has strengthened and enhanced student learning and performance at SJS.

6. School Leadership:

Saint Joseph School is a Catholic elementary school, kindergarten through eighth grade, which follows the directives of the Archdiocese of New York as well as the curriculum set forth by the New York State Department of Education. The leadership structure in the school involves the central role of the principal who, in consultation with the pastor, integrates the Archdiocese and State Education Department policies with specific Saint Joseph School programs, relationships, and resources to improve student achievement.

Working in conjunction with the pastor and faculty, the principal considers modification to school policy, curriculum, and instruction which reflects current evidence-based practice in education. As alternatives are generated, the principal guides faculty in the process of discussion, implementation, and evaluation. More specifically, in terms of leadership, the principal regularly conducts classroom observations, provides teachers

with comprehensive evaluations, and is active in every part of the school's functioning. These activities, as well as others, form part of the ongoing self-evaluation as required by both the Middle States Association and the Archdiocese of New York. For example, there are monthly faculty meetings in which numerous issues, such as policies, student outcomes, and testing results are discussed. As needed, faculty committees are formed to further consider issues, gather additional information, and generate recommendations and, as appropriate, parent groups are consulted. After thoughtful discussion, decisions regarding fostering student achievement are made. Ultimately, decision making is the responsibility of the principal working closely with the pastor.

Beyond enjoying collegial relationships within the school, the principal works closely with the broader community to strengthen relationships and secure additional resources for students. For example, the principal is involved with the area school district's Committee on Special Education (CSE), attends relevant meetings regarding students with special needs, and promotes the delivery of educational services for struggling students. As a result of these efforts, speech and language, occupational therapy, and other resource room services to support student achievement are now offered on school premises.

Taken as a whole, the leadership structure in the school solidly reflects the Archdiocese and New York State policies and guidelines. The principal serves as the conduit bringing together policies, programs, relationships, and resources which ultimately improve the school's curriculum, instruction, and student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <u>\$5865</u> K | <u>\$5865</u> 1st | <u>\$5865</u> 2nd | <u>\$5865</u> 3rd | <u>\$5865</u> 4th | <u>\$5865</u> 5th |
| <u>\$5865</u> 6th | <u>\$5865</u> 7th | <u>\$5865</u> 8th | <u>\$0</u> 9th | <u>\$0</u> 10th | <u>\$0</u> 11th |
| <u>\$0</u> 12th | <u>\$0</u> Other | | | | |

4. What is the educational cost per student? \$ 6364 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1695
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
14 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
39 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Testing Program

Edition/Publication Year: Per testing year

Publisher: The University of the State of New York (CTB McGraw Hill)

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 96 | 96 | 89 | 97 | 100 |
| % Advanced | 40 | 33 | 19 | 40 | 39 |
| Number of students tested | 25 | 30 | 27 | 30 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading

Grade: 4 Test: New York State Testing Program

Edition/Publication Year: Per testing year

Publisher: The University of the State of New York (CTB McGraw Hill)

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 90 | 100 | 100 |
| % Advanced | 29 | 31 | 13 | 23 | 61 |
| Number of students tested | 24 | 29 | 30 | 30 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics

Grade: 8 Test: New York State Testing Program

Edition/Publication Year: Per testing year

Publisher: The University of the State of New York (CTB McGraw Hill)

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 97 | 100 | 92 | 79 | 91 |
| % Advanced | 30 | 29 | 12 | 16 | 17 |
| Number of students tested | 30 | 17 | 26 | 19 | 23 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading

Grade: 8 Test: New York State Testing Program

Edition/Publication Year: Per testing year

Publisher: The University of the State of New York (CTB McGraw Hill)

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 96 | 88 | 85 | 79 | 88 |
| % Advanced | 10 | 12 | 12 | 16 | 25 |
| Number of students tested | 30 | 17 | 26 | 19 | 24 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 85 | 75 | 82 | 81 | 78 |
| Number of students tested | 28 | 33 | 31 | 29 | 32 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 1 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 92 | 83 | 78 | 79 | 78 |
| Number of students tested | 28 | 33 | 31 | 29 | 32 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 2 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 72 | 78 | 85 | 78 | 80 |
| Number of students tested | 30 | 31 | 28 | 32 | 29 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 2 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 77 | 85 | 86 | 82 | 86 |
| Number of students tested | 30 | 31 | 28 | 32 | 29 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 3 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 78 | 82 | 82 | 81 | 82 |
| Number of students tested | 29 | 28 | 31 | 27 | 29 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 3 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 84 | 81 | 80 | 79 |
| Number of students tested | 29 | 28 | 31 | 27 | 29 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 4 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 87 | 89 | 75 | 84 | 82 |
| Number of students tested | 25 | 30 | 27 | 30 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 4 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 82 | 74 | 83 | 82 |
| Number of students tested | 25 | 30 | 27 | 30 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 5 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 88 | 78 | 80 | 81 | 89 |
| Number of students tested | 28 | 27 | 29 | 28 | 24 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 5 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 83 | 79 | 80 | 89 |
| Number of students tested | 28 | 27 | 29 | 28 | 24 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 6 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 69 | 80 | 77 | 91 | 83 |
| Number of students tested | 18 | 23 | 29 | 21 | 28 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 6 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 71 | 77 | 78 | 88 | 81 |
| Number of students tested | 18 | 23 | 29 | 21 | 28 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 7 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Publication Year 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 72 | 81 | 81 | 73 | 77 |
| Number of students tested | 23 | 28 | 19 | 27 | 20 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 7 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Publication Year 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 83 | 89 | 77 | 83 |
| Number of students tested | 23 | 28 | 19 | 27 | 20 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 8 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 84 | 87 | 78 | 78 | 82 |
| Number of students tested | 30 | 17 | 26 | 22 | 23 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 8 Test: IOWA Tests of Basic Skills

Edition/Publication Year: Form A/2002/2008-2009 Published 2008

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 87 | 91 | 81 | 82 | 90 |
| Number of students tested | 30 | 17 | 26 | 22 | 23 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes: